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## ABSTRACT

This teaching package introduces students to soldier and President Dwight D. Eisenhower, who played a key role in many of the conflicts of the 20th century. The package is to prepare students for a visit to the Eisenhower Farm in Gettysburg, Pennsylvania. The lessons challenge students to use the study of Eisenhower to explore how conflicts are caused--and how they can be solved. This teaching package has been designed to appeal to all types of learners--visual, auditory, and kinesthetic. The packet fosters critical thinking skills as students read, write, analyze and draw conclusions. Students also participate actively through role playing. The teaching package includes five lessons: (1) "Conflict and Its Resolution"; (2) "Causes of International Conflict"; (3) "Eisenhower and His Times"; (4) "Conflicts Eisenhower Faced"; and (5) "How Would Eisenhower Have Handled It?" In an additional lesson, "Site Visit: A Visit by a World Leader," students, using primary source documents, develop their own planned visit by Jawaharlal Nehru. The lessons offer teachers a way to integrate the study of this U.S. President with the 11th grade U.S. history curriculum and were designed to coordinate with the learner outcomes identified by the Pennsylvania State Department of Education. Contains 12 references. (EH)

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## TEACHER'S GUIDE

DWIGHT D. EISENHOWER



ED 392 711



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# Conflict!

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### **To the Teacher**

As a soldier and as a President, Dwight D. Eisenhower played a seminal role in many of the conflicts of the Twentieth Century. This teaching package introduces students to this great American, but also challenges students to use their study of Eisenhower to explore how conflicts are caused--and how they can be solved.

This teaching package has been designed to appeal to all types of learners--visual, auditory, and kinesthetic. It fosters critical thinking skills as students read, write, analyze and draw conclusions. They also participate actively through role playing. The teaching package includes five lessons:

#### **Lesson 1 - Conflict and Its Resolution**

- Handout #1, "Mediation"
- Handout #2, "Acting as a Mediator"
- Handout #3, "Making War: Centuries of Conflict" (for homework)

#### **Lesson 2 - Causes of International Conflict**

- Handout #3, "Making War: Centuries of Conflict"
- A copy of Handout #3, "Making War: Centuries of Conflict,"

#### **Lesson 3 - Eisenhower and His Times**

- Handout #4, "Eisenhower and His Times"

#### **Lesson 4 - Conflicts Eisenhower Faced**

- Handout #4, "Eisenhower and His Times"

#### **Lesson 5 - How Would Eisenhower Have Handled It?**

- Handout #5, "Eisenhower's Farewell Address"

#### **Site Visit: A Visit By a World Leader**

- Objectives of the Nehru Visit - White House document
- Personal Requirements Suggestions - White House document
- Map of the farm
- Map of the house
- Press schedule
- Scheduling the Prime Minister's Visit
- Menu Plan and Shopping List

The teaching package is designed to work with a poster. It prepares students for a visit to The Eisenhower Farm. The lessons offer teachers a way to integrate the study of this American president with the 11th grade American history curriculum. The lessons were designed to coordinate with the learner outcomes identified by the Pennsylvania State Department of Education.

This is a *flexible resource package*. Teachers can use one lesson--or all five.

## Lesson 1 - Conflict and Its Resolution

Former President Jimmy Carter, who has helped resolve many international conflicts, says, "On the most basic level, conflict occurs when interests differ." This is true for individuals--in families, classrooms, or on the job. It is also true among nations. In this lesson, students learn about conflict. They discuss five basic kinds of conflict. They role play an example of interpersonal conflict, then gain experience--again through role play--in one method of solving conflicts, mediation.

### Pennsylvania Learner Outcomes Achieved in This Lesson:

#### Citizenship (iv)

All students examine and evaluate problems facing citizens in their communities, state, nation, and world by incorporating concepts and method of inquiry of the various social sciences.

#### Communications (vi)

All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communications.

### Learning Objectives

Students will be able to discuss and analyze the meaning of conflict as it applies to individuals, communities, and nations.

Students will learn about and put into practice one of the methods of conflict resolution--mediation.

#### What You'll Need

- A copy of Handout #1, "Mediation," for each student
- A copy of Handout #2, "Acting as a Mediator," for each student
- Optional: An overhead transparency of Handout #2 and an overhead projector
- A copy of Handout #3, "Making War: Centuries of Conflict," for each student

### Teaching This Lesson

1. Write the word "conflict" on the board. Ask students to define it. Say to students, "There are many types of conflicts in the world today. Let's think of all the different types of conflict we can." List the following types of conflict across the top of the board:

|                        |                   |                    |                               |                        |
|------------------------|-------------------|--------------------|-------------------------------|------------------------|
| International conflict | National conflict | Community conflict | Government-sponsored conflict | Interpersonal conflict |
|------------------------|-------------------|--------------------|-------------------------------|------------------------|

Ask students to define each type of conflict. Also ask them to think of specific examples of each type of conflict occurring in the world now. Examples might include:

| International conflict                    | National conflict                                 | Community conflict                                                                              | Government-sponsored conflict                      | Interpersonal conflict                                                 |
|-------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------|
| Conflict between nations--wars, terrorism | Conflict within a nation--civil war, mass rioting | Violence that takes place on a large scale within a community--<br>gang warfare, the L.A. riots | State-sponsored forms of violence<br>the Holocaust | Violence between two or more people--murder, muggings, rapes, assaults |

2. Say, "Many of the things that cause conflicts between nations or groups of people also cause conflict between individuals." The following role play will help students understand some of the causes of conflict:

*Jason and Antonio used to be close friends. But this year, Antonio is doing well in school, while Jason has seemed to lose interest. While Antonio generally is prepared for class, Jason talks back to teachers and falls behind. Jason also has a new group of friends--a crowd Antonio doesn't like. Jason says mean things about Antonio behind his back and harasses him in the gym and in the halls.*

*Today, Jason said, "You think you're smart. Fight me and prove it." Antonio thinks fighting is wrong, and he also knows that it could get him suspended from school and grounded at home. On the other hand, he worries that if he doesn't stand up to Jason, he'll become an easy target. In the hall, Jason and his girlfriend Elena meet Antonio and his girlfriend Sara. Role play their conversation.*

- Ask four students to volunteer to play the roles of Jason, Antonio, Elena, and Sara. (If any of these names corresponds to the name of a student in your class, choose another name.) Make it clear to all students that no actor is playing himself or herself. Say, "They're acting."

### Helping Students Role Play

- Make sure the four actors understand the basic story line, what each character wants, and why.
- Encourage the actors. Be positive. Involve the audience. Have them say, "Action" to begin the scene. Have them clap when the actors are finished.
- If an actor doesn't know what to say next, encourage her to ask for suggestions from the audience.
- Give the students these tips:
  - Speak loudly.
  - Face the class. Don't turn your back. Try not to move in a way that will make other actors turn their backs.
  - Listen to each other. Don't talk if someone else is.
  - Speak slowly.
  - Think of what someone you know might do or say. Make it realistic.

Tell the audience to watch and listen closely. After the role play, they're going to have to talk about what they saw. Also remind them once again that the students aren't playing themselves.

3. Have students act out the argument among the four teens. Afterwards, ask these questions:

- Conflicts have both immediate causes and root causes (things that have occurred in the past). What is the immediate cause of Jason and Antonio's conflict from Jason's point of view? What are some of the root causes? What is the immediate cause of the conflict from Antonio's point of view? What are some of the root causes?

- Conflicts can be resolved in many ways. One way to resolve conflicts peacefully is through mediation. A student mediator gets the people who are in conflict to talk about the problem and see if they can come up with a solution. Ask for a volunteer to be the mediator.

4. Pass out Handout #1, Mediation. (You may also wish to make an overhead of this handout.) Lead a discussion with students to make sure they understand each of the steps involved in mediation. Talking points for the teacher are listed below:

#### Step 1: Set the Ground Rules

The mediator explains that each person will have a chance to talk and tell their side of the story. The rules are:

- No interrupting

- No name calling or put-downs
- Be honest
- Work hard to solve the problem

### Step 2: Define the problem

Ask each person to tell what happened. Then the mediator should restate and summarize the story. Finally, the mediator should ask, "How did that make you feel?" and restate what the person says.

### Step 3: Find solutions

The mediator should identify the issues to be solved. Then the mediator may ask each person, "Can you think of any solution to this problem?" Or, the mediator can ask both parties to *brainstorm* for 2 minutes. Remind students that when they are brainstorming, they should throw out any idea that occurs to them. Say, "Brainstorming is not the time when we criticize other people's ideas--we're trying to come up with as many answers as possible. Later, we'll do some evaluating." Once the list is developed, the mediator asks, "Which of these solutions could you agree with?"

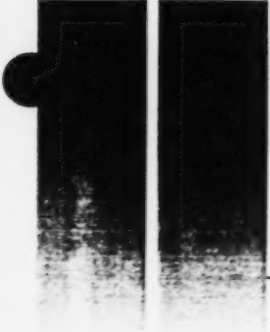
### Step 4: Final agreement

The mediator restates the final solution. Tell students this solution should be a 4WH solution: it should say Who, What, When, Where, and How. The mediator should ask each person what he or she can do to keep the problem from happening again. Then the mediator should congratulate both sides on reaching a solution.

5. Now have the students and the mediator role play a mediation to this conflict. Give the students Handout #2: Acting as a Mediator. Discuss the steps that mediators should follow when trying to find a resolution to a conflict.

6. Say, "Finding an agreement to conflict is not easy. Many of the same things that cause conflict between people also cause conflict between nations. In Lesson 2, we are going to read a selection by former President Jimmy Carter about the history of war. Then we are going to discuss his analysis of the causes of war. You will see many similarities between the causes of conflict that we have just identified and the causes of conflict that former President Carter identifies in this essay."

7. Pass out a copy of Handout #3, "Making War: Centuries of Conflict," and assign students to read it before the next class period. (Note: Some groups might need to read this assignment in class.) Ask them to consider the following questions as they read: What is the reason that conflict occurs? What are some ways of resolving conflicts? Do you think war is ever justified? What makes a war a "just" war? How has war changed in the 20th century? What led to the development of the cold war?



# Handout #1: Mediation

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- ✓ Step 1: Introduction and Ground Rules
  - Do not interrupt
  - No name calling or putdowns
  - Be honest
  - Work hard to resolve the problem
- ✓ Step 2: Define the Problem
- ✓ Step 3: Find Solutions
  - Mediators do not suggest solutions
- ✓ Step 4: Final Agreement
  - Who, what, when, where, how

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## Handout #2 - Acting As a Mediator

### Step 1: Introduction and Ground Rules

1. "Hello. My name is ..." (*shake hands*)
  2. "Would you like to use mediation to solve your problem?"
  3. "Everything that you say will be kept confidential . . ."
- We are not here to judge . . .
- We will not decide the solution for you . . .
- Each of you will get a chance to tell your story without interruption.
- You will create the solution yourselves.
- Together, you will create an agreement that you can both accept.
4. There are a few ground rules that you need to agree to:
    - Not to interrupt
    - No name calling or putdowns
    - Work hard to solve the problem
    - Be honest.

## Step 2: Define the Problem

### Storytelling and uninterrupted listening

- [illegible]

### Step 3: Find Solutions

*Creating options*

13. "The issues to be solved are . . . Are there any other issues?"
14. "Can you think of a solution for the issue of ...?" (*ask one person*)
15. "What do you think of this solution?" (*ask the other person*)

◆◆◆◆◆◆◆◆◆◆ OR ◆◆◆◆◆◆◆◆◆◆

16. "Let's brainstorm for 2 minutes. Can you think of some different ways this can be solved?"
17. *List these ideas.*
18. "Which solutions could you agree with?"

### Step 4: Final Agreement

*Mutual satisfaction*

19. *Restate final solution.*
20. *4WH (who, what, when, where, how)*
21. "What could you do to keep the problem from happening again?"  
(*ask each person*)
22. "Do you think the problem has been solved?"
23. "Please tell your friends that you have solved the problem. This will prevent rumors from spreading about you and about this problem."
24. "Congratulations. You have worked hard to solve this problem."
25. *Everyone shake hands.*
26. *Have people sign a final agreement.*

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Handout #3: "Making War: Centuries of Conflict," by Jimmy Carter  
From *Talking Peace*, (Dutton Children's Books). All rights reserved. Used with permission.

[W]ar has been a fundamental force in human history. . . The history of conflict is as old as humanity itself.

On the most basic level, conflict occurs when interests differ. As soon as two or more groups exist in a situation, there are two or more points of view--and two or more sets of ambitions as well. While sometimes each group can pursue its own ambitions without interfering with the other's, quite often conflicts will arise. . . .

Conflicting views do not necessarily lead to fighting. War is merely one form of resolving conflict, a violent form. Nonviolent alternatives include negotiation and mediation to reach compromises and passive civil disobedience to emphasize and publicize the absence of agreement. This was how the American civil rights movement forced an end to legalized racial discrimination. But for various reasons at different times, hundreds of leaders in the history of the world have felt that war was an appropriate and justified means to resolve a conflict.

The reasons for going to war are many and varied. Battles may occur because a piece of land that has long been related to one group is taken over or controlled by another. Nations struggle over natural resources, including access to seas and oceans. Historically, ideas also have led to war. When one group has no tolerance for the religious opinions, race, or ethnicity of its neighbors, violent conflict can erupt. A change in the politics of a government that harms the average citizen's quality of life may inspire war. An oppressive regime's abuse of the people may eventually incite protest or outright rebellion.

In 1775, American colonial leaders chose armed resistance to the British monarchy in order to protect what they considered to be their rights of self-government. When the British government refused to yield, the conflict became a war for independence. shortly before the battle at Lexington, which began the American Revolution, Patrick Henry made his famous statement of resolve, "I know not what course others may take; but as for me, give me liberty, or give me death!" Another advocate of the Revolution, Thomas Paine, later said, "It is the object only of a war that makes it honorable. And if there was ever a just war since the world began, it is this in which America is now engaged." Few Americans today would criticize the military actions our forefathers took to liberate America from British rule and to support democratic ideals for all people.

Though it is often obvious why one country would want to escape another's domination, it is

sometimes harder to explain why citizens of a single country begin fighting among themselves in a civil war. It would seem that two peoples living close together would be more sympathetic toward each other and less likely to go to war. Time and time again, civil wars have erupted, proving that this theory is not true.

Almost ninety years after the revolution against the British, we Americans experienced our own civil war, as states and even members of the same families fought against one another. The causes of this tragic War Between the States were complicated. Among them were the struggle to abolish slavery, the assertion by certain states of their right to withdraw from the Union, and the domination of the northern states' industrial economy over the South's traditional agricultural way of life. After four years of bloody conflict and tragic loss, slavery was abolished and the Union was preserved. But as with most wars, the question remains: Could these goals have been reached peacefully?

There is no way to rewrite history, but who knows what would have happened if negotiation between distinguished and respected leaders had resolved the basic differences between North and South concerning the abolition of slavery and the elimination of what the South considered to be unfair economic discrimination against its region. Was there some peaceful alternative to the war's destruction and the hundreds of thousands of battlefield deaths? Although we will never know, we can apply the same kinds of questions to modern-day threats to peace.

Historians who study why leaders are willing to risk battle have found that usually one of two conditions exist: Either the leaders are highly confident that they will win, or they are more concerned about what will happen to them if they do *not* fight than if they do. Since the invention of massively destructive nuclear weapons earlier in this century, many people felt that no leader would ever consider the risks of war to be worth it again. Yet smaller wars continue to explode all over the globe. This is in part because our human history of thousands of past wars sets a strong precedent.

It would be very difficult to explore all of the history of war . . . but it is important to remember that as the nature of warfare itself has changed, opinions on the morality and advisability of war have also changed.

Despite the promise of the Hebrew prophet Isaiah some twenty-seven hundred years ago that a time would come when "nation shall not lift up sword against nation, neither shall they learn war any more," few nations have abandoned war as a means of advancing their interests. In the ancient world, few moral limits were placed on the conduct of war. When an army of Egypt, Assyria, Rome, or the ancient Israelites conquered a city, the soldiers believed the gods

gave them the right to loot the city and to kill or enslave their captives.

Nations did develop ways of avoiding war through diplomacy, however. The Greek city-states, especially, cultivated the arts of negotiation and arbitration, usually to form beneficial alliances. Also, rules of warfare evolved. In Christian Europe during the Middle Ages, knights followed the customs of chivalry when they fought among themselves. However, their rules on how to treat their rival knights were not observed when they fought against people of different religions, such as the Muslims.

In the seventeenth and eighteenth centuries, advances in knowledge and science brought changes to the conduct of war and to attitudes about war. Weapons grew more destructive as the technology for using gunpowder improved. Nations began to see the military as a job for professionals who could apply scientific knowledge to make war efficient. At the same time, new ideas were in the air about the responsibilities and rights of human beings and of nation-states.

Some nations in western Europe were coming to the conclusion that limits needed to be placed on war. They considered it criminal to murder or enslave the civilian population of an occupied territory. . . .

Early in the twentieth century, the leading nations of Europe became embroiled in World War I, which proved to be more costly and destructive than any previous war in history. The military strategists were slow to adjust to the more powerful weapons at their disposal. Soldiers were slaughtered by the thousands as they attempted frontal assaults against the exploding shells and rapid-fire weapons of their entrenched enemies. Even though the nations engaged in the war recognized that civilians should be treated differently than soldiers, some of the new weapons made it difficult to follow the rules of war that had developed. The submarine is one example. When a surface naval warship caught an unarmed or lightly armed enemy merchant ship, it was required to give the merchant ship the opportunity to surrender. But when a submarine caught an enemy ship, it had to rely on a surprise attack for effectiveness. The merchant ship might be able to outrun the submarine if able to detect it. The outrage caused by German submarine attacks on American and British merchant ships with American civilian passengers on board ultimately helped bring the United States into the war against Germany.

The danger to civilian populations increased even more with the outbreak of World War II. Airplanes sent to bomb military targets often hit civilians as well. Both sides in the war conducted deliberate air raids on the cities of their enemies, and the Germans also launched

missiles at Great Britain strictly to terrorize the British people. German treatment of Jewish civilian populations in Germany and in occupied territories included mass murders and enslavement in labor camps. After the war, some German leaders were convicted of war crimes. High civilian casualties were inevitable when the United States dropped the atomic bomb on Japan. . . . President Harry Truman explained that many more [people] would have perished with prolonged conventional bombing and a military invasion of Japan.

The terrible threat of nuclear weapons may be the most important reason that no other world wars have occurred since 1945. The hope of many of the world's people was that the United Nations would prevent war. Its charter, created in 1945, prescribes that "all members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the purposes of the United Nations." Unfortunately, soon after its establishment, increasing hostility developed between the two superpowers, the United States and the Soviet Union.

The building up of nuclear arsenals by the superpowers and the three other permanent members of the Security Council (China, Great Britain, and France) made the organization incapable of fulfilling its potential. Under the UN charter, any decision of the Security Council can be blocked by the veto of just one of these five. Since practically all important issues affect one of these major powers or its allies, the United Nations became relatively ineffective in making or implementing decisions. The United States and its allies, and the Soviet Union and its allies, engaged in a cold war. They saw each other as the enemy and threatened massive retaliation if the other dared to strike first.

Until the cold war, the globe had never before been split so neatly between the influences of two powers. According to some analysts, the superpowers' arms race and rhetoric succeeded in deterring a major war because there was always relative equality between the two countries militarily and economically. At no point did either side feel truly confident in its ability to win a war against the other. . . .

The end of Communist domination of the government, freedom of speech, economic reforms, a reduction of Soviet influence in neighboring countries, and the eventual breakup of the Soviet Union into more than a dozen independent countries brought an end to the cold war by 1990.

The cold war definitely had a major impact on the rest of the world, whether or not it was the only way the two superpowers could have saved themselves from mutual destruction. . . .

It is important to remember how powerful an impact young people can have on the policies of our nation. . . [T]ens of thousands of students helped to end racial discrimination with their lunch counter sit-ins. The environmental movement was given great impetus when young Americans organized Earth Day. . . .

Almost all American families have been touched by the tragedy of war at one point in their history, or at least have had members who served in the military during a time of national crisis. Families who have recently emigrated to America often come with experiences of war in other countries. . . . We have been very fortunate that except for the bombing of Pearl Harbor in Hawaii on the morning of December 7, 1941, Americans have not seen combat on our own soil since the Civil War . . . . Other nations have not been so fortunate.

--Jimmy Carter, *Talking Peace*

## Lesson 2: Causes of International Conflict

Students need a basic grounding in the history of international conflicts so that they can better understand the seminal role that Dwight D. Eisenhower played in resolving many of the most important conflicts of the Twentieth Century. In this lesson, students discuss an essay by former President Jimmy Carter on the history of war. They also apply what they learned in Lesson 1.

### Pennsylvania Learner Outcomes Achieved in This Lesson:

#### Citizenship (iv)

All students examine and evaluate problems facing citizens in their communities, state, nation, and world by incorporating concepts and method of inquiry of the various social sciences.

#### Citizenship (v)

All students will develop and defend a position on current issues confronting the United States and other nations, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.

#### Communications (vi)

All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communications.

### Learning Objectives

Students will be able to discuss and describe causes of war throughout the centuries, how war has changed, and whether or not there is such a thing as a "just war."

Students will be able to research, analyze, and categorize current conflicts.

#### What You'll Need:

- A copy of Handout #3, "Making War: Centuries of Conflict," for each student
- Newspapers and news magazines. Several copies of today's newspaper will be especially helpful

## Teaching this Lesson

1. Lead students in a discussion of the key ideas presented in "Making War."

What is the reason that conflict occurs?

*Conflict occurs when interests differ.*

What are some ways of resolving conflicts?

*Resorting to violence (waging war)*

*Negotiating or mediating to reach a compromise*

*Engaging in nonviolent civil disobedience to point out the absence of agreement*

Do you think war is ever justified? What makes a war a "just" war?

*Students will offer various answers*

How has war changed in the 20th century?

*The danger to civilian populations increased dramatically*

*Modern weapons have increased the number of casualties*

What led to the development of the cold war?

*The globe was nearly evenly split between the influence of two powers. There was always relative equality between the two countries--both militarily and economically. At no point did either side feel confident in its ability to win a war against the other.*

2. Ask students to think about the wars that are going on in the world now. Ask them to talk about the nature of those wars. (Most are civil wars.)

3. Divide students into small groups. Give each group one or more old newspapers or news magazines. Ask students to cut out stories and photographs that represent each of the five types of conflict identified in Lesson 1. Ask students to report back on their findings to the class.

4. Say, "Many of the conflicts described by former President Carter were ones in which Dwight Eisenhower played a major role. In the next lesson, we will learn more about how he responded to the conflicts he faced in his own life and in the world."

### **Additional Activity for Follow-up**

1. Students may create a bulletin board based on the information they learn in this activity.

### **Lesson 3: Eisenhower and His Times**

This lesson focuses on the life and career of Dwight D. Eisenhower and the role he played in affecting issues of the time. Students move through a time line of Eisenhower's life, adding information about the historical time in which he lived.

#### **Pennsylvania Learner Outcomes Achieved in This Lesson:**

##### **Communications (iii)**

All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.

##### **Citizenship (i)**

All students demonstrate an understanding of major events, cultures, groups, and individuals in the historical development of Pennsylvania, the United States and other nations, and describe themes and patterns of historical development.

##### **Citizenship (iv)**

All students examine and evaluate problems facing citizens in their communities, state, nation, and world by incorporating concepts and method of inquiry of the various social sciences.

##### **Citizenship (viii)**

All students demonstrate that they can work effectively with others.

#### **Learning Objectives**

Using primary and secondary sources, students will be able to describe and discuss key political, social, and cultural events during the period of Eisenhower's life.

#### **What You'll Need:**

- A copy of Handout #4, "Eisenhower and His Time," for each student
- You may wish to make an overhead transparency of the handout

### Teaching This Lesson

1. Divide students into groups of three or four. Using history books as a resource, have students complete the left side of the time line by filling in historical events occurring in the nation and the world for each of these time periods. In addition to listing information like who is the President, tell students they can also fill in information about popular music, fashions, inventions, or anything else that helps them characterize the time. (Allow approximately 20 minutes to complete this part of the activity.)
2. Go through the time line, focusing on the events of Eisenhower's life (these are printed in Roman type). Ask students to share their picture of the time in which Eisenhower lived. You may wish to create overheads of the time line, writing in students' responses as you move through the lesson.
3. Point out to students that Eisenhower was involved in most of the significant national and international conflicts of his time. In the next lesson, students will look in detail at the kinds of conflicts Eisenhower faced and his style of dealing with them.
4. This activity could also be accomplished with a roll of newsprint. Events in Eisenhower's life could be listed on the top half, with corresponding events on the bottom half.

### Additional Activity for Follow-Up

1. Have students create a time line of their own life.
2. Have students create a time line of Eisenhower's life in your classroom.

## Handout #4, Eisenhower And His Times

1890

Dwight David Eisenhower is born on October 14 in Denison, Texas, the third son of Ida and David Eisenhower

*"If we were poor--and I'm not sure that we were by the standards of the day--we were unaware of it. All in all, we were a cheerful family. We would have been insulted had anyone offered us charity; instead my mother was always ready to take home remedies or food and start out to help the sick."*

--Dwight D. Eisenhower, *In Review: Pictures I've Kept*, 1969

1891

Eisenhower family moves to Abilene, Kansas, a small farm town.

Dwight grows up as the third of six brothers.

*"You get to meet anyone face to face with whom you disagree."*

--Dwight D. Eisenhower, quoted in Relman Morin,  
*Dwight D. Eisenhower, A Gauge of Greatness*, 1969

1907

Eisenhower is an outstanding high school athlete, playing football and baseball

*"I believe that football . . . tends to instill in men the feeling that victory comes through hard--almost slavish--work."*

--Eisenhower, *At Ease: Stories I Tell to Friends*, 1967

1909

Eisenhower graduates from high school. He does not have the money to go to college.

*"[My father's] . . . sterling honesty, his insistence upon the immediate payment of all debts, his pride in his independence earned for him a reputation that has profited all of us boys. Because of it, all central Kansas helped me to secure an appointment to West Point in 1911."*

--Eisenhower, *Diaries*, March 12, 1942, the day his father is buried

#### 1911-1915

Eisenhower wins an appointment to West Point and takes the oath as a plebe.

*"A feeling came over me that the expression 'The United States of America' would now and henceforth mean something different than it ever had before. . . . Suddenly, the flag itself meant something."*

--Dwight D. Eisenhower, *At Ease: Stories I Tell to Friends*, 1967

Eisenhower is a popular student who sometimes gets into trouble. He graduates 61st of 164 cadets academically and 125th of 164 in conduct.

*"Ike liked people and it is awfully hard for them not to like him in return."*

--Omar Bradley, West Point classmate and teammate,  
in Merle Miller, *Ike the Soldier--As They Knew Him.*, 1987

#### 1915

Eisenhower is assigned to Fort Sam Houston, where he meets Mamie Geneva Doud. They marry on July 1, 1916.

*"My ambition in the Army was to make everybody I worked for regretful when I was ordered to other duty. . . [My experience has brought me into contact with] men of ability, honor, and a sense of high dedication to their country."*

--Eisenhower, in Stephen Ambrose, *Ike: Abilene to Berlin*, 1973

#### 1917

The Eisenhower's first child, Doud Dwight, is born September 24.

#### 1918

Eisenhower's first command is at Camp Colt, near Gettysburg.

#### 1919

Eisenhower publishes papers proposing that tanks should play a more prominent role in warfare. Now assigned to Camp Meade, he meets George Patton, who shares these ideas. Doud Dwight catches scarlet

fever. Shortly after the New Year, Doud Dwight dies.

*"We were completely crushed . . . I have never known such a blow."*

--Dwight D. Eisenhower, *At Ease*.

## 1922

Eisenhower is sent to Panama as Executive Officer to General Fox Conner, who recommends that Eisenhower attend the Command and General Staff School. An instructor at the school suggests that Eisenhower should consider dropping out. Instead, Eisenhower applies everything he has learned from General Connor and from his own independent study. He graduates first in his class.

*"Always take your job seriously--never yourself."*

--Gen. Connor's advice to Eisenhower

## 1928

Eisenhower is sent to Paris to write a book about World War I battlefields. He visits them all and remembers everything. This information proves crucial later.

## 1932

Eisenhower joins the staff of General Douglas MacArthur.

## 1935

Eisenhower accompanies MacArthur to the Philippines. Their assignment is to help the Philippine government organize an army. Eisenhower learns much from MacArthur, although they often disagree.

*"This is the best officer in the army. When the next war comes, he should go right to the top."*

--General Douglas MacArthur, Eisenhower's commanding officer

*"Probably no one has had more, tougher fights with a senior than I had with MacArthur. I told him time and time again, 'Why in the h-- don't you fire me? . . . You do things I don't agree with and you know . . . I don't.'"*

--Eisenhower, in Stephen Ambrose, *Eisenhower--Soldier, General of the Army, President-Elect*

1939

The President of the Philippines offers Eisenhower a large increase in salary if he will resign his commission in the U.S. Army and become an adviser to the Philippine army.

*"I want to be there if what I fear is going to come about actually happens."*

--Eisenhower, *In Review*

1941

Eisenhower leads an army of men in a war game exercise. After winning the war game, he becomes widely known. In the same year, Eisenhower is promoted to brigadier general. He is assigned to work for Army Chief of Staff George Marshall in Washington.

*"When they get clear down to my place on the list, they are passing out stars with considerable abandon."*

--Eisenhower, in Stephen Ambrose, *Eisenhower--Soldier, General of the Army, President-Elect*

1942

Marshall assigns Eisenhower to head a group planning the Allied (British and American) invasion of Europe.

*"We've got to go to Europe and fight, and we've got to quit wasting resources all over the world, and still worse, wasting time. If we're to keep Russia in, save the Middle East, India, and Burma, we've got to begin slugging with air at West Europe, to be followed by a land attack as soon as possible."*

--Eisenhower, *Diaries*, January 22, 1942

In June, Eisenhower is assigned to command the European theater. In less than two years, Eisenhower has risen from an unknown lieutenant colonel in charge of a peacetime battalion to a famous general in command of an invasion force in the greatest war in history.

*"Six months ago the prime minister of Great Britain and the president of the United States heartened the people of the United Nations by moving swiftly to merge the military and economic strength of Britain and the United States for a common effort. At that Washington conference they set a more effective pattern for*

*unqualified partnership than has ever before been envisaged by allied nations in pursuit of a common purpose."*

--Eisenhower's first press conference, June 25, 1942

*He's not the greatest soldier in the world. His real strength lies in his human qualities. He has the power of drawing the hearts of men toward him as a magnet attracts a bit of metal. He merely has to smile at you and you trust him at once.*

--British Field Marshal Montgomery, one of Eisenhower's sharpest critics

#### 1943

After a year spent fighting against the Nazis, Eisenhower writes

*"There grew within me the conviction that as never before in a war between many nations the forces that stood for human good and men's rights were this time confronted by a completely evil conspiracy...because only by the utter destruction of the Axis was a decent world possible, the war for me became a crusade..."*

--Eisenhower, *In Review*

December - Eisenhower meets President Roosevelt in Tunis. The President tells him he will command Operation Overlord, the invasion of Europe. Eisenhower finds his biggest job is to persuade the British and American navies, armies and air forces to work together as a team under one command.

*"You will enter the continent of Europe and in conjunction with other Allied nations, undertake operations aimed at the heart of Germany and the destruction of her Armed Forces."*

--Order to Eisenhower from the Joint Chiefs of Staff

#### 1944

The Allied paratroopers are ready to be flown in behind the beaches, the ships are ready for the channel crossing and the Allies believe they have kept the landing place secret from the Germans. The invasion is set. But the weather is bad. Eisenhower alone has to make the call and take the responsibility for millions of men.

*"OK, let's go."*

--Eisenhower on the morning of June 6

*"Our landings...have failed to gain satisfactory foothold and I have withdrawn the troops. The troops, the air force and the Navy did all that bravery and devotion to duty could do. If any blame or fault attaches to the attempt, it is mine alone"*

--Message Eisenhower carries in his pocket on June 6 in case the invasion is a failure

#### 1945

The Allies begin the march to Berlin. Eisenhower continues as commander till the end of European War in May, 1945.

*"I want every American unit not actually in the front line to see this place. We are told that the American soldier does not know what he's fighting for. Now at least he will know what he's fighting against."*

--Eisenhower, after touring a concentration camp

May - As the war in Europe ends, Eisenhower receives a hero's welcome in Europe and the U.S.

*"No man alone could have brought about this result. Had I possessed the military skill of a Marlborough, the wisdom of Solomon, the understanding of Lincoln, I still would have been helpless without the loyalty, vision and generosity of thousands of British and Americans."*

--Eisenhower, speaking to a group in England

#### 1948

Eisenhower leaves the Army and becomes President of Columbia University. He writes his war memoirs, *Crusade in Europe*. From the book sales he accumulates enough money to buy the Gettysburg farm.

#### 1950

In late 1950, President Truman appoints Eisenhower to command the North Atlantic Treaty Organization. This alliance of Western European countries and the U.S. is concerned with stopping the Russian military expansion in Europe.

*"I am a soldier and this is a call to duty...My objective will not be to prepare for war but to make sure there won't be any."*

--Eisenhower, quoted in Jules Archer, *Battlefield President: Dwight D. Eisenhower*, 1967

The Cold War has begun. Though Russia and the US had been allies in World War II, Russia's takeover of Eastern Europe and attempted takeovers of Greece and Turkey pit the two powers against each other.

### 1952

Eisenhower is asked to be the Republican candidate for president in 1952. He accepts the nomination and wins the election.

*"Time and again I've told anyone who'd listen that I will not seek a nomination. I don't give a d--- how impossible a 'draft' may be. I'm willing to go part way in trying to recognize a 'duty,' but I do not have to seek one, and I will not."*

--Eisenhower, *Diaries*, January 10, 1952

*"I accept their summons to lead a crusade, a crusade for freedom in America and freedom in the world..."*

--Eisenhower, Acceptance Speech, Republican convention

### 1953

Eisenhower is sworn in as the 34th President of the United States. He made each Cabinet officer responsible for an area of government affairs. He wanted to reduce government spending and to improve the way government operated. In foreign affairs, he advocated close cooperation with allies.

*"I've just learned something from Omar Bradley. He addressed me over the phone as 'Mr. President'... a man who for forty years has called me Ike as I had called him Brad. His salutation put me on notice... I would ...to a very different degree be separated from all others, including my oldest friends..."*

--Eisenhower, *In Review*

*"I am convinced that leadership in the political as well as in other spheres consists largely in making progress through compromise."*

--Eisenhower, in *Ike's Letters to a Friend*, Robert Griffith, ed., 1984

*"The idea that all wisdom is in the President, in me, that's baloney."*

--Eisenhower, quoted in *World Book Encyclopedia*

Eisenhower's first priority is to end the Korean War. After much negotiations, a truce is signed in July 1953.

#### 1954

Republican Senator McCarthy continues his investigative hearings claiming there are hundreds of "card-carrying communists" working in the top ranks of government and the army. McCarthy also attempted to ban books he considered to be written by Communists. Though he has no proof, the hearings destroy many people's careers. Eisenhower objects to McCarthy's methods, but he does not speak out against him publicly, believing it is beneath the dignity of the office of the President to do so. In December 1954, the Senate condemns McCarthy for conduct unbecoming a senator.

*"Senator McCarthy is, of course, so anxious for the headlines that he is prepared to go to any extremes in order to secure some mention of his name in the public press. His actions create trouble on the Hill with members of the party; they irritate, frustrate, and infuriate members of the Executive Department. I really believe that nothing will be so effective in combating his particular kind of troublemaking as to ignore him. This he cannot stand."*

--Eisenhower, *Diaries*, April 1, 1953

#### 1955

The leaders of France, Great Britain, the Soviet Union, and the United States attend a Summit Meeting in Geneva, Switzerland. Eisenhower proposes Open Skies, under which both the U.S. and the U.S.S.R.

would have the right to conduct aerial inspections of each other's military bases. The Soviets reject this proposal.

*It's essential (to) find some way of controlling the threat of the thermonuclear bomb. You know, we both have enough weapons to wipe out the entire northern hemisphere from fallout alone."*

--Eisenhower at the Geneva Summit

*We get your dust, you get our dust, the winds blow and nobody is safe.*

--Nikita Khrushchev at the Geneva Summit

Both cited in Michael Beschloss, *Mayday*, 1986.

### 1956

When Egypt tries to nationalize the Suez Canal, France and England attack Egypt. They are soon joined by Israel. The British and the French want the US to join them, but Eisenhower does not agree. He works within the United Nations to secure a cease fire. Eisenhower is reelected. His campaign slogan is Peace, Progress and Prosperity. In December, Indian Prime Minister Nehru visits the Gettysburg farm.

*The talks confirmed the broad area of agreement between India and the United States, which are bound together in strong ties of friendship deriving from their common objectives and their adherence to the highest principles of free democracy.*

--Joint Statement Following Discussions with Prime Minister Nehru, December 20, 1956

### 1957

After the 1954 *Brown vs. the Board of Education* decision, schools were to be desegregated "with all deliberate speed." In September, Arkansas Governor Orval Faubus calls out the Arkansas National Guard to keep black students from going to Little Rock Central High School, a previously all white school, thus defying a federal court order. Eisenhower has many phone conversations with Faubus encouraging him to uphold the federal law. Faubus does not and after trouble erupts again, Eisenhower issues a statement that Central High has to be integrated. Finally, Eisenhower sends in Federal troops in to desegregate the schools.

*"If the day comes when we can obey the orders of our courts only when we personally approve of them, the end of the American system, as we know it, will not be far off."*

--Eisenhower, *The White House Years, Waging Peace*, 1965

#### 1958

In mid-term Congressional elections, Republicans suffer major losses.

*"What counts is not necessarily the size of the dog in the fight-- it's the size of the fight in the dog."*

--Eisenhower in a speech to the Republican National Committee, 1958

#### 1959

Nikita Khrushchev becomes the first Soviet leader to visit the United States. He and Eisenhower meet at Camp David in September to try to resolve some of the disputes of the Cold War. Khrushchev also visits the Eisenhower farm at Gettysburg.

#### 1960

Just before Eisenhower leaves for the Summit Meeting in Paris, the Soviets shoot down the U2 spy plane piloted by Gary Powers. Though Eisenhower had approved the use of spy planes over the USSR, he and his advisers try to conceal the purpose of the mission, saying the plane had been conducting high-altitude weather studies in eastern Turkey. Khrushchev exposed the truth in a May 7 speech to the Supreme Soviet.

*"Comrades, I must let you in on a secret. When I made my report two days ago, I deliberately refrained from mentioning that we have the remnants of the plane--and we also have the pilot, who is quite alive and kicking."*

--Nikita Khrushchev, quoted in Chester Pach and Elmo Richardson, *The Presidency of Dwight D. Eisenhower*

#### 1961

Eisenhower retires to Gettysburg. In his Farewell Address, he challenges

the nation to guard against the military-industrial complex.

*"We must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. . . We must never let the weight of this combination endanger our liberties or democratic processes."*

--Eisenhower, Farewell Address, January 17, 1961

#### 1961

In retirement, Eisenhower's goal is to improve the land on his Gettysburg farm.

*"When I die, I'm going to leave a piece of ground better than I found it."*

--Interview with Walter Cronkite at the Eisenhower farm,  
June 1961

#### 1969

Eisenhower dies.

## **Lesson 4: How Eisenhower Faced Conflicts**

### **Pennsylvania Learner Outcomes Achieved in This Lesson:**

#### **Citizenship (i)**

All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States and other nations, and describe themes and patterns of historical development.

#### **Citizenship (iv)**

All students examine and evaluate problems facing citizens in their communities, state, nation, and world by incorporating concepts and method of inquiry of the various social sciences.

#### **Citizenship (viii)**

All students demonstrate that they can work effectively with others.

#### **Citizenship (ix)**

All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.

### **Learning Objectives**

Students will be able to describe and discuss Eisenhower's life and career.

Through analysis of Eisenhower's own words and the words of those who knew him, students will be able to describe and discuss Eisenhower's character and how he viewed and dealt with conflict.

#### **What You'll Need:**

- A copy of Handout #4, "Eisenhower and His Times," for each student

### **Teaching This Lesson**

1. Say to students, "In our last lesson, we learned about the times that shaped Eisenhower. Today, we are going to learn about how Eisenhower shaped his time. To do that, we need to understand something of Eisenhower's character--as well as his style in resolving conflicts."

2. Look back at the time line. Focus on the quotes. (These are printed in *italics*). Begin by asking students to read the first few quotes aloud. Ask the class what these quotes reveal about Eisenhower's character, how he views conflict, and how he resolves conflict.

For example, on page 1, students learn that Eisenhower believes in the critical importance of resolving conflicts face to face. He says, "You get to meet anyone face to face with whom you disagree." On this page, he also talks about the importance of honesty as he describes his father. Students also understand that Eisenhower believes in hard work.

Write each of these three descriptors on the board. Assign students to work in small groups to identify other examples of these character traits, as well as others. At the end of the lesson, students should understand that Eisenhower's personal character--his willingness to listen to other people and his ability to get along with others--was a central element in his success in resolving conflicts.

#### **Additional Activity for Follow-up**

1. Point out that this time line emphasizes times when Eisenhower worked to resolve conflicts peacefully. Say, "There are other occasions when Eisenhower did not use peaceful conflict resolution." Assign students to research one of the occasions during his Presidency when Eisenhower and the U.S. did not resolve conflicts peacefully.

## **Lesson 5 - How Would Eisenhower Have Handled It?**

In his farewell address, Eisenhower talked about the need to resolve conflicts at the conference table--and not to allow them to be decided by the "certain agony of the battlefield."

In this lesson, students will act as they believe Eisenhower would have in resolving a current conflict. Working in groups, students will present the causes of the conflict. Acting as mediators, they will try to develop a solution. This culminating activity asks students to incorporate everything they have learned about Eisenhower and what they have learned about resolving conflicts peacefully.

### **Pennsylvania Learner Outcomes Achieved in This Lesson:**

#### **Communications (i)**

All students use effective research and information management skills, including locating primary and secondary sources of information, with traditional and emerging library technologies.

#### **Communications (iv)**

All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.

#### **Communications (vi)**

All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communication.

#### **Citizenship (iv)**

All students examine and evaluate problems facing citizens in their communities, State, nation and world by incorporating concepts and methods of inquiry of the various social sciences.

#### **Citizenship (v)**

All students develop and defend a position on current issues confronting the United States and other nations, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.

Citizenship (vii)

All students demonstrate their skills of communicating, negotiating and cooperating with others.

Citizenship (viii)

All students demonstrate that they can work effectively with others.

**Learning Objectives**

Students will be able to discuss and describe the key ideas expressed in Eisenhower's Farewell Address.

Students will be able to apply what they have learned about Eisenhower and conflict resolution to the discussion and analysis of a contemporary conflict.

**What You'll Need:**

- A copy of Handout #5, "Eisenhower's Farewell Address," for each student
- Allow time for library research
- A copy of Handout #2, "Acting as a Mediator," for each small group of students

**Teaching This Lesson**

1. Give students a copy of Handout #5, "Eisenhower's Farewell Address." Have them read it.
2. Say, "This speech was given just three days before Eisenhower retired from public service, on January 17, 1961."

Ask students to discuss the basic message of this section of the speech:

- On what do America's leadership and prestige in the world depend?  
*"on how we use our power in the interests of world peace and human betterment."*
- Where does Eisenhower believe nations should settle their differences?  
*at the conference table and not on the battlefield*

- How does Eisenhower believe differences can be settled?  
*"not with arms, but with intellect and decent purpose."*
- Why does Eisenhower believe that war must be avoided?  
Eisenhower says he has *"witnessed the horror and the lingering sadness of war."*  
He adds that he *"knows that another war could utterly destroy this civilization."*

3. Divide students into small groups. Pass out Handout #2, "Acting As a Mediator." Tell them their assignment is to choose a current world conflict, research it, and then conduct a mediation in front of the class with students playing representatives of both sides of the conflict and the mediators. Students should use the handout as a guide to their presentation. Additional information on resolving conflicts is found at the bottom of Handout #5.

## Handout #5, "Excerpts From Eisenhower's Farewell Address"

America's leadership and prestige depend, not merely upon our unmatched material progress, riches and military strength, but on how we use our power in the interests of world peace and human betterment. . . .

Down the long lane of the history yet to be written America knows that this world of ours, ever growing smaller, must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect.

Such a confederation must be one of equals. The weakest must come to the conference table with the same confidence as do we, protected as we are by our moral, economic, and military strength. That table, though scarred by many past frustrations, cannot be abandoned for the certain agony of the battlefield.

Disarmament, with mutual honor and confidence, is a continuing imperative. Together we must learn how to compose differences, not with arms, but with intellect and decent purpose. Because this need is so sharp and apparent I confess that I lay down my official responsibilities in this field with a definite sense of disappointment. As one who has witnessed the horror and the lingering sadness of war--as one who knows that another war could utterly destroy this civilization which has been so slowly and painfully built over thousands of years--I wish I could say tonight that a lasting peace is in sight.

Happily, I can say that war has been avoided. Steady progress toward our ultimate goal has been made. But, so much remains to be done. As a private citizen, I shall never cease to do what little I can to help the world advance along that road.

--Dwight D. Eisenhower, "Farewell Address," January 17, 1961

### Resolving Conflicts

Conflicts will get worse if

- participants let their anger, frustration, or other emotions get out of hand;
- participants feel frightened or threatened;
- more people get involved, choosing sides;
- participants don't use conflict resolution skills.

Conflicts will ease up if

- attention is focused not on the participants, but on defining and solving the problem;
- participants can resolve or control their anger, frustration, fear, or other emotions;
- participants are skilled in settling conflicts or have someone to help them.

(Morton Deutsch, *The Resolution of Conflict*, (New Haven: Yale University Press, 1973)

## Site Visit: A Visit By a World Leader

Eisenhower invited many world leaders to his farm at Gettysburg. Guests included Premier Nikita Khrushchev of the Soviet Union, President Charles de Gaulle of France, and Chancellor Konrad Adenauer of West Germany. Typically, these visits included a tour of the cattle barn, followed by relaxed discussions on an informal level. Eisenhower said these visits allowed him to "take the measure of the man."

In December, 1956, Prime Minister Jawaharlal Nehru visited the farm for an overnight stay. At the time, world issues included the invasion of Hungary by the Soviet Union, the expansion of Communism, the Suez Canal, and India's problems with Pakistan. Planning the visit was an important part of U.S. foreign policy in that year.

In this lesson, students will use primary source documents--the actual briefing papers and schedules--to develop their own planned visit for this world leader.

### Teaching This Lesson

1. Explain to students that Eisenhower's style of conflict resolution involved face-to-face meetings, open discussion, and development of a personal relationship with world leaders. That's what he wanted to do when Jawaharlal Nehru visited the Gettysburg farm in December 1956.

2. Say, "We will use primary sources--many White House documents--to talk about the issues that the two world leaders discussed and to do the work Presidential aides did in preparing for the visit."

3. Included with this package is an excerpt from Eisenhower's *Waging Peace* that describes his recollections of Nehru's visit. Assign it for homework. Key points:

- In a time when the world seemed to be dividing into two spheres of influence, Nehru and the Indian government had expressed their neutrality. Eisenhower wanted to make sure that India was more closely allied with the United States.
- Nehru believed that peace could be achieved by voluntary disarmament by the West. Eisenhower didn't trust the Soviet Union enough to consider that as a realistic option.
- The Soviet Union had just sent troops into Hungary. The U.S. viewed this invasion

as aggression and wanted other world nations to condemn it. Nehru wanted to remain neutral on this issue.

- In July, 1956, President Gamal Nasser took over the Suez Canal. Israel invaded Egypt. Great Britain and France attacked in an effort to restore international control to the waterway. United Nations action ended the fighting. Nehru supported Nasser.

- The U.S. had supported Pakistan, a Moslem country that was created when India became independent and Hindus and Moslems could not live together peacefully. Nehru was unhappy that the U.S. support to Pakistan included military aid.

- Other differences between the two countries existed over Kashmir and Goa.

4. Ask students to imagine that they worked for the State Department. Assign them to develop proposed objectives for the Nehru visit based on *Waging Peace*. Objectives might include:

- To increase India's understanding of the rationale for U.S. foreign policy positions--even those with which it disagrees.
- To establish a closer personal relationship between the President and the Prime Minister.
- To listen to the Prime Minister's views on world issues.

After students have created their own list of objectives, hand out "Objectives of the Nehru Visit." Explain to students that this is a real White House document declassified in 1978. This primary source gives an excellent feel for the thinking that preceded the Nehru visit. (Point out that the White House staff even tried to think about what the Indian objectives for the visit might be.) Have the students read this document and summarize the U.S. goals for this state visit.

5. Hand out "Personal Requirements Suggestions," a map of the farm, a map of the house, and the schedule developed for the press. Say to students, "White House aides have many responsibilities in planning a visit like Nehru's. They must try to meet policy objectives, while considering the protocol and needs and wishes of the other head of state. At the same time, they must make information available to the press. When we visit the Eisenhower farm, we will be acting as a White House advance team. We will be planning scheduling and security, as well as press and protocol. Recommendations that each group will need to make will include:

- A schedule
- A tour of the farm, making choices about which things to emphasize
- Decision about where to hold the press conference.
- Decisions about meals
- Recommendations about whether the meetings should be between the two principals, or whether others should be invited.

Tell students that Mrs. Eisenhower did not make this trip; she stayed in Washington with Mrs. Gandhi, Prime Minister Nehru's daughter who later became the Prime Minister of India.

6. Divide students into groups. Each group will be responsible for developing its plan for the Nehru visit. As students visit the farm, they will be gathering the information they need to make these decisions. The forms included with this site visit will help them. The maps will help them identify specific locations on the farm that President Eisenhower may want to show Prime Minister Nehru. They will also help students decide how much time is needed to move from one event to another. Using the map of the house, students can decide where they think the two leaders should meet, where they should eat, and the sleeping arrangements.

7. When students visit the Eisenhower Farm, have the groups assemble at a site designated by NPS. Review the objectives of the visit. Have students tour the house and grounds in their small groups. As they tour, they should finalize their plans for the Nehru visit.

8. When students return from their site visit, have them present their recommendations to the class. Then hand out "Prime Minister Nehru's Visit" and "The President's Appointments" (records kept by Eisenhower's doctor) to show students what was actually done. You may also pass out **Facts On File World News Digest** to give Prime Minister Nehru's perspective of the talks.

#### **Additional Activities for Follow-up**

1. Based on what students have learned, ask them to imagine that they were a member of the Indian group that visited the Gettysburg farm. Ask them to write a letter home describing the visit of Prime Minister Nehru.
2. Have students write the article that might have appeared in a newspaper on the day following the Nehru visit.

3. One of the things Eisenhower liked to do for relaxation was to paint. Ask students to complete a sketch that Eisenhower might have made of one of the locations used during this diplomatic visit. Make sure students see Eisenhower's easel as they tour the house.

#### **Note to the Teacher**

The National Park Service would like to display any letters, articles, or sketches your students create following their visit to Gettysburg. Send these to Student Education Programs, Gettysburg National Military Park, Gettysburg, PA 17325.

### Scheduling the Prime Minister's Visit

*A schedule is the most important part of any visit. After you have toured the farm, schedule the day.*

December 17, 1956  
(Monday)

8:48 a.m.

The President will call for the Prime Minister at Blair House and they will motor to Gettysburg Farm.

11:00 a.m.

Approximate arrival time

(WHERE WILL THE  
TOUR GO? WHERE  
WILL THE PRESS  
CONFERENCE BE  
HELD?)

December 18, 1956  
(Tuesday)

8:50 a.m.

The President and the Prime Minister will depart Gettysburg Farm.

### Menu Plan and Shopping List

Careful planning is required so that everything is available to make the Prime Minister feel at home.

#### Proposed Luncheon Menu

#### Proposed Dinner Menu

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### WAGING PEACE, THE NEHRU VISIT

The next head of government to visit Washington was Prime Minister Nehru of India.

India had been a source of fascination to me for many years, even though I had never been there. I had read about the modern development and government of India and frequently had expressed a hope of paying a visit to that subcontinent.<sup>3</sup>

But Mr. Nehru was no stranger to me. He had visited Columbia University while I was its President, and on that visit I had been privileged to hold an extensive conversation with him. Over the years

<sup>3</sup> This hope, repeated casually during the 1956 campaign, inspired one of those single-minded partisan comments common in the heat of elections. One of my political associates, under the impression that I was planning such a trip and was about to start off without delay, exploded, "*India? We need him more in Ohio!*"

efp

## A SEQUENCE OF SUMMITS

Mr. Nehru had been to many Americans a somewhat inexplicable and occasionally exasperating personality. Early in his career he had leaned to Marxism; later as a lieutenant of Gandhi's in the independence movement he spent a number of years in British jails; as Prime Minister he seemed to some observers to be treading the Communist line at times, and he was often Delphic in the ambiguity of his statements.

He seemed to believe—most unrealistically, I thought—that peace in the dawn of the nuclear age could be brought about by voluntary, unilateral disarmament on the part of the West. In this, perhaps, he had been bemused by India's success in the use of passive resistance in achieving independence from the British. As I said one day to a visitor, "Gandhi used passive resistance against Britain. But the British, with their advanced stage of civilization and their deep respect for human life, refrained from the use of force in India because of the moral brake they put on themselves. Should Nehru try passive resistance against the Communists, I'm such he would get a rude awakening."

One thing about Mr. Nehru that was difficult for most Americans in government to understand was his evident confidence in his ambassador to the United Nations, V.K. Krishna Menon. To many of us, Mr. Menon appeared to have more respect for Communist doctrine than for Western culture, government, or leaders. Under a cloak of humility and modesty, he never hesitated to take upon himself the role of consultant, adviser, and authority on every kind of difficult international situation. By July of 1955 Mr. Menon had visited me twice in company with Secretary Dulles to talk about establishing a basis of mediation between Red China and ourselves. Both times I had told him bluntly that there was no use of ever mentioning the subject as long as Americans were unjustly held as prisoners by the Communists in Red China, to be used as pawns in bargaining.

About six weeks before Mr. Nehru was scheduled to come to Washington he wrote me about the Israeli invasion of Egypt. This he labeled as "naked aggression" and the Anglo-French action an affront to the United Nations. He urged that I use every means at my disposal to halt the drive toward general war. A week later he wrote to me again, this time on Hungary. The tone of the two letters was markedly different. In the latter, he said, "I have indeed been greatly troubled by what has happened there and I drew the attention of Mr. Bulganin to it. He has briefly replied and has promised to send a fuller reply later."

Mr. Nehru wrote that he had been informed by the Soviets that they had previously decided to withdraw their troops from Hungary, but subsequent events compelled them to intervene "temporarily to protect the lives of their own people as governmental authority appeared to have vanished and mutual killing was taking place." He seemed quite

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ready to accept this explanation of a most hideous crime. Yet, in the same letter in which he rationalized Russian conduct, he went back once again to the hateful "aggression" in Egypt, which he said "has powerfully moved the countries of Asia and Africa." This drove home to me the fact that most neutralist nations tended to criticize armed intervention in Suez while almost ignoring it in Hungary or to equate Hungary and Suez, though the dead in Hungary exceeded those in Suez by 25 to 1.

Prime Minister Nehru arrived in Washington on December 16, 1956. On the following morning I called for him at Blair House and together we drove to my farm at Gettysburg, where we spent that day and part of the next in some fourteen hours of conversation.

Returning to Washington on the 18th, Mr. Nehru came to the White House the next morning and we continued private talks in my office. Following our conversations I made fourteen pages of notes on them.

Of immediate concern, of course, was Egypt and the Middle East. "Nasser, in my opinion," said Nehru, "is the best of the group of Egyptians—mostly military—for whom he is the spokesman. If Nasser were to be removed, his successor would be someone far more inimical to the West and more unreasonable in his actions."

The Prime Minister was obviously interested in the diplomatic negotiations the previous year leading to the cancellation of the Aswan Dam offer. I gave him the facts of the negotiations that were finally used by Nasser as an excuse for seizing the Canal Company in late July. Mr. Nehru seemed astonished to learn that our original offer had to all intents and purposes been rejected by Egypt before we had publicly withdrawn it and that Nasser was scarcely justified in pretending to be surprised when our own loss of interest in the project was announced.

"Arab leaders tend to get excited when they address a crowd," Mr. Nehru commented, "and they can be counted on to talk in extravagant terms under such circumstances; more attention should be paid to their studied, written statements," he maintained, "than to their oratory." He had a low opinion of the pro-Western Premier Nuri as-Said of Iraq, but did not mention the Baghdad Pact as such.

In contrast to the mild letter he had previously sent me, Mr. Nehru described his horrified reactions to the Hungarian affair. India, he said, had sent at least token help by shipping certain cargoes of food and other supplies to the Hungarian refugees. He did venture a guess that Soviet action in Hungary spelled the eventual death knell of international Communism. His explanation ran something like this: "In spite of the fact that Hungary has been under the complete domination of the international Communists for a period of ten years, the Communist bosses have made so little progress in converting the people to their ideology that the world has witnessed the spectacle of an uprising in which

people were perfectly ready to be killed rather than submit again to their Communist overlords." He concluded that the demonstration of this fact to the world must have given a terrible shock to the men in the Kremlin, so shocking that they would likely have to make a reappraisal of their plans. Perhaps, he said, the Communist appeal from now on would be couched in language more likely to cater to the dissatisfied and needy of the world, while threats and the effort to dominate by force would become less blatant. This would be a propitious moment, he suggested, because of the blunder of the Soviets in Hungary, for the Free World to move to strengthen the faith and hope of those who would like to live in independence but who have been misled, at least partly, by Communist doctrine. "Nationalism is stronger than Communism," he added.

Of Communist China, he said, "I feel it is only logical that any government controlling six hundred million people will sooner or later have to be brought into the council of nations." This contention became more valid with each passing year, he said, because Chiang Kai-shek and his army on Formosa were showing the ravages of time and eventually Formosa would be a weakened area which, almost by force of circumstances, would fall into the hands of the Communists.

The Prime Minister outlined the reasons why India had, since independence, pursued a policy of neutrality. First he insisted that he used the word "neutrality" in its traditional sense, to mean simply a position of aloofness from power combinations, particularly power combinations at war or threatening war between themselves. He made clear that he did not use the word to distinguish between concepts of government based on the dignity of man and those based on dictatorship.

He said that India might, logically, fear major attack from two countries only—the U.S.S.R. and China. Either one, however, would experience difficulty in conducting large conventional military operations against India because of the fortunate location of the Himalayan mountain chain. Furthermore, he felt that both these countries had vast internal problems and would probably confine their aggressive intentions to nations that posed a threat or supplied a tempting prize to the Communists. India fulfilled neither condition. If ever a world war should come about, he felt, the Communists would be too much interested in other areas to attack India.

"Neutrality has another advantage," he said. "India and China have eighteen hundred miles of common border. Any attempt to maintain a defense of this long border would be such an expensive proposition as to render India completely unable to raise the standards of living of her people. Starvation and disease would make the nation even more susceptible to Communist penetration."

The Prime Minister suggested one final reason for India's continuance

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as a neutral. Any nation giving up neutrality to enter into a defensive organization should be able to do its part. India was in no position whatsoever to arm in proportion to its population and geographical size. Any definite alignment by India with the Free World would serve to weaken rather than to strengthen the combination.

Our conversation then turned to socialism. According to my notes Mr. Nehru expressed his thoughts in this fashion: All countries are a "little bit socialistic"—there is no such thing as pure free enterprise practiced anywhere. The extreme of Communism is practiced in the Soviet Union and Iron Curtain countries, all others having some form of incentive enterprise.

The appropriate level of state management is often determined by the conditions prevailing; it differs, for example, according to the stage of development within a nation. In less-developed nations, capital must be acquired for industrial progress and at times only the government can do this job. In India they refer to these two phases of economic development as the public and private sectors, not as socialism or free enterprise.

On the subject of Pakistan the Prime Minister was less detached. He reviewed the historical developments that led to the 1947 partition. He felt that the British had made an egregious blunder in dividing the subcontinent of India between two nations, India and Pakistan. The Pakistani, he insisted, had not obtained independence by their own efforts; they had obtained it through the success of Indian nationalism. He went on to describe the difficult administrative job brought about by partition and emphasized the difficulties that arose out of the forced migrations of people between the two countries—Hindus moving from Pakistan into India, and Moslems from India into Pakistan. Furthermore, India did not accept the theory of organization of states along religious lines. As a proof of this, Mr. Nehru cited the presence of forty million Moslems remaining in India and the fact that Moslems were represented in his own Cabinet. The huge migrations of peoples, he said had ceased for a while, but now had been renewed, not by any movement of people from India into Pakistan, but rather by the determination of Indians in East Pakistan to leave that part of the country. India, he claimed, was forced to absorb these people at the rate of one thousand a day.

Mr. Nehru said that among the several outstanding problems between India and Pakistan he would consider none insuperable. Three of them were:

- (1) the division of the waters of the Indus River Basin between Pakistan and India;
- (2) the settlement of property claims arising out of the migrations back and forth across the border;
- (3) Kashmir.

"Of these, the only one I think will cause real difficulty in settling is the last," he said. He asserted that the people of Kashmir wanted to belong to India, but he did not explain why he had always opposed a vote on that question in the region. He reviewed in detail Kashmir's tribal invasions after the partition, the employment of Indian troops to stop the invasions, and the establishment of armistice lines. "Economic and political life," he pointed out, "has now become crystallized around the existence of this armistice line," which gave Pakistan one-third the territory and one-fourth the population of Kashmir. If the United Nations would approve of this status quo as a basis for permanent settlement, Mr. Nehru believed, both sides would eventually agree, although there would be some grumbling.

One thorn in the side of India at the moment was the existence of the small enclave of Goa on its west coast, in Portuguese hands since the early sixteenth century. Despite recent disputes, Mr. Nehru said that India harbored no intention of using force to settle this matter.<sup>4</sup> According to him Goa was of no economic value to Portugal and existed merely to satisfy the Portuguese feeling that it helped to make them an "empire."

The Prime Minister thought the United States could be of help in both the Goa and Pakistan problems. He thought we should urge Portugal to release Indian prisoners they held, one of whom was a member of the Indian Parliament. This he said would be only a gesture, but it would at least show respect for India. In the Pakistan problem we might help by urging Pakistan to cease using its newspapers, which he said were really state-controlled, to incite the fears of the Indians. He said that if Pakistan's newspaper propaganda would talk peace instead of war, the whole situation would be much ameliorated.

The Prime Minister believed that the wide gulf dividing the Soviets and the United States was partially created by each side. Although he did not attempt a judgment as to the degree of guilt, he was clearly of the opinion that if one of the two parties should make an honest effort toward conciliation the other would go along.

<sup>4</sup> Apparently he later changed his mind: Goa was taken over forcibly by India in December of 1961.

## WAGING PEACE

Speaking of Europe, Mr. Nehru seemed sympathetic with Russian fears of a rejuvenated Germany. He had concluded that the problem of a divided Germany would be settled only if a European organization could be set up that to the Russian mind would be a guarantee of their own safety. As a possibility he talked about the establishment of a neutral belt reaching down from Northern Europe into the Mediterranean, the belt to include all the present satellite states, as well as Germany. When I voiced grave doubts that a people as dynamic as the Germans could ever be successfully treated as neutrals, he agreed.

I tried to underscore the difference between our objectives and those of the Soviets. "In every public statement and expression of purpose," I pointed out, "we seek only the right of every people to determine for themselves their form of government and status in the family of nations. The Soviets, on the other hand, both by announced purpose and by action, have demonstrated their determination to dominate the world." I cited the fate of the captive nations of Eastern Europe as a type of colonialism that was far more serious and cruel than that practiced in the past by some of the Western nations—the latter a dying practice that still excited the resentment and even hatred of the Afro-Asian bloc.

"Moreover," I went on, "there has been, in recent years, a tremendous change in the relations of former colonies and their former mother countries." New nations were springing up rapidly. "I fail to understand," I said, "why all Asians are not far more alarmed by the forceful domination of Eastern Europe by Russia than you are by the few vestiges of Western colonialism. Despite colonial histories and our recent troubles in the Middle East, the Western nations are primarily interested in the progress of humanity. By contrast the Hungarian revolution has provided convincing proof the Soviets are interested only in its domination, no matter by what means including forceful suppression."

I was disappointed to find that none of this seemed wholly convincing to the Prime Minister; at least he gave no expression of emphatic concurrence.

But I kept trying. "One of the world's troubles is that no one can put any real trust in the pledged word of the Russians," I said. "Time and again they have violated promises, understanding, and even written agreements. In these circumstances, we have found it impossible as yet to make any cooperative progress with the Russians in the problems of stopping nuclear testing, working toward mutual disarmament, or solving the difficulties of a divided Germany." We had come to the conclusion that only agreements that carried within themselves the *certainty* of enforcement would be useful in dealing with the Soviets. I argued that if there was any sincerity in the Soviets' professed desire for peace and general disarmament they would willingly agree to a kind of mutual

inspection that would assure justice to both sides and inspire confidence. Finally I commented that the flat refusal of the Soviets to agree to some kind of reasonable arrangement should alarm the uncommitted nations of the world, just as it made the United States and her Western associates determined to protect themselves and their rights, by force, if necessary.

The Prime Minister did not in any way deny the logic of such beliefs; he merely expressed the opinion that because the natural attitude of the Soviets was a suspicious one and because they felt themselves "looked down upon" by the Western world, the West might be well advised to initiate conciliatory moves on a unilateral basis and thereafter examine the Soviets' reaction. If these moves should prove successful, the way would be open for further progress.

I pointed out that in Korea, Indochina, Formosa, Greece, and elsewhere, the Communists had been stopped in aggressive action only by the interposition of Western resolution and force, and that until there could be convincing proof that the Russians were genuinely dedicated to peace, and ready to meet us halfway, there was not hope of inducing the West to go into unwise ventures which would be interpreted by the Soviets only as weakness and invitation to further aggression.

The Prime Minister again remarked that in the long run Communism would defeat itself. With this I agreed, but observed that it was rather cold comfort to realize that the historically inevitable doom of dictatorships often occurred only after the passage of much time, the loss of life, the postponement of peace. This fact could make the matter purely academic so far as any single generation was concerned.

I liked Prime Minister Nehru. I deeply sympathize with the agonizing problems that the Chinese aggression later caused his nation. He sincerely wanted to help his people and lead them to higher levels of living and opportunity; I think it only fair to conclude that he was essential to his nation. Pandit Jawaharlal Nehru was not easy to understand; few people are, but his was a personality of unusual contradictions.

On a trip to India several years later, I came to see a small example of the fact that this distinguished man of non-violence could, on occasion, swing a mighty stick to clear his way through a crowd. More curious was his apparent tolerance, relatively speaking, of Soviet attitudes—of their determination for world domination, their refusal to enter into meaningful disarmament agreements, and their brutal suppression of the Hungarian people. One explanation, of course, was the fact that his own country had lived so long under foreign domination. But I think the answer goes deeper than that; as an Asian from a less-developed nation, it is possible that Mr. Nehru felt more resentment of an intangible Western condescension toward his people than he felt toward any

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## WAGING PEACE

specific act of violence that either East or West might commit. Life, after all, is cheaper in the Orient, or so it would appear; recognition as equals by the "white" race is not. Perhaps Mr. Nehru, despite his excellent Western education and flawless English, was able to identify with the Soviets at times as "fellow Asians," a point that came out continually in his hope that the West could do something to make the Soviets feel they "were not being looked down upon." Intellectually he could never support Communist aggression, but his condemnation of such policies was tempered with sympathy. This feeling—if my conclusion is valid in his case—is shared by millions upon millions in Africa and Asia. It will be years, probably generations, despite the best efforts of the West, before this will no longer be so.

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NEHRU VISIT - DECEMBER 16-20, 1956

Objectives of the Nehru Visit

U.S. Objectives in the Nehru Visit

1. To develop good will and to increase the Prime Minister's understanding of our major foreign policies. These include our support of the standards of international conduct laid down in the UN Charter and firm opposition to the Communists' disregard of those standards; our conception of the role of collective security, including regional security; our conviction that Communist China has not purged itself of aggression against the UN or demonstrated its willingness to abide by the Charter; and our disarmament policy, which is both sincere and sound.

2. To bring out the broad and significant areas of agreement between the United States and India. This type of agreement exists on certain standards of international conduct, including non-interference in the internal affairs of other countries; the development of non-military international cooperation, both within and without the UN; the need for establishing armament controls and inspection safeguards; the importance of rapid economic expansion in underdeveloped areas; and democratic liberties and representative institutions.

3. To "agree to disagree" with the Prime Minister on those specific foreign policy issues, such as Goa, Kashmir and United States military aid to Pakistan, which clearly involve differing Indian and American concepts of national security or national interest.

4. To give a sympathetic hearing to the Prime Minister's views and make him feel he has been consulted on the problems discussed.

5. To establish a closer personal relationship between the President and the Prime Minister in order that they may continue fruitful consultation on problems of mutual concern.

Estimated Indian Objectives in the Nehru Visit

1. To impress upon the President the rationale of controversial Indian foreign policies, including that of "non-involvement" or neutrality; opposition to regional collective security pacts; the importance of a rapprochement between the United States and Communist China; and the need for more rapid progress towards disarmament.

2. To

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2. To point out the areas of agreement between India and the United States on foreign policy issues.

3. To soften the U.S. position regarding certain issues where Indian and American policies are clearly divergent and likely to remain so--such as Goa, Kashmir and United States military aid to Pakistan--and, correspondingly, to isolate Pakistan and Portugal from further U.S. political support.

4. To strengthen the personal relationship between the Prime Minister and the President, with a view to continuing close consultation on world problems.

5. To obtain, if possible, a Presidential attitude favorable to the extension to India of a large scale United States Government loan in the near future.



CONFIDENTIAL

PERSONAL REQUIREMENT SUGGESTIONS  
VISIT OF PRIME MINISTER NEHRU OF INDIA

The Prime Minister's requirements are stated, by members of the staff of the Embassy of India in Washington who have visited in the Prime Minister's home, to be rather simple; that he is not particularly interested in food as such; that he smokes incessantly and usually refrains from drinking any alcoholic beverages. He may sip various selections of wine during a meal, but fruit juices should be served before and during meals.

Cigarettes: English cigarettes such as 555 and Black and White are his favorites. If these are not available Virginia Rounds and Benson and Hedges are acceptable. The State Department will have these available.

Alcoholic Beverages: Prime Minister Nehru does not drink much, if anything in public, but if the host serves Scotch, Bourbon and other beverages he might join in drinking. A variety of fruit juices would be appreciated.

Breakfast: The Prime Minister customarily at home helps himself to prepared cereals such as oatmeal, corn flakes, etc., fresh fruit and/or fresh fruit juices, eggs prepared any style. If pancakes or some such similar American breakfast were served he would probably enjoy it.

Luncheon and Dinner: The Prime Minister is said to have no dietary limitation, but is considered inadvisable to serve beef or pork at formal luncheons and dinners due to religious prohibitions among certain classes of Indians. However, at private luncheons and dinners the Prime Minister might well enjoy filet mignon or something of that type. After lunch or dinner the Prime Minister would be glad to have real coffee (not decaffeinated). Fruit juices should be served before lunch and dinner along with alcoholic beverages.

Tea: The Prime Minister enjoys afternoon tea at about 4:00 or 4:30 p.m. Apparently this is something of a ritual in a tea producing country such as India. The Embassy of India in Washington will furnish a special brand of Indian tea which will be made immediately available upon arrival. It is recommended that the tea be prepared as follows:

Place the tea leaves in a pot using one teaspoon of tea to each cup of the finished product adding one teaspoon of tea "for the pot". At the moment that the water begins to boil it should be poured on the tea leaves in the pot. The Prime Minister likes his tea a little stronger than most Americans. It is suggested that an additional pot of hot water for diluting the tea be available, if necessary; a small pitcher of cold milk which may be poured into the cup of tea, if desired. Sugar and lemon, and small cookies and/or small sandwiches should be available.



The Prime Minister does not care to be served breakfast in his room, but would rather come to the breakfast room or dining room. The Prime Minister customarily wears a fresh rose bud in his tunic every day. If a red, pink, yellow or white rose bud is available it is certain to be appreciated.

Mrs. Gandhi's requirements are virtually the same as the Prime Minister's. At private functions she may eat beef and sample wines, etc.

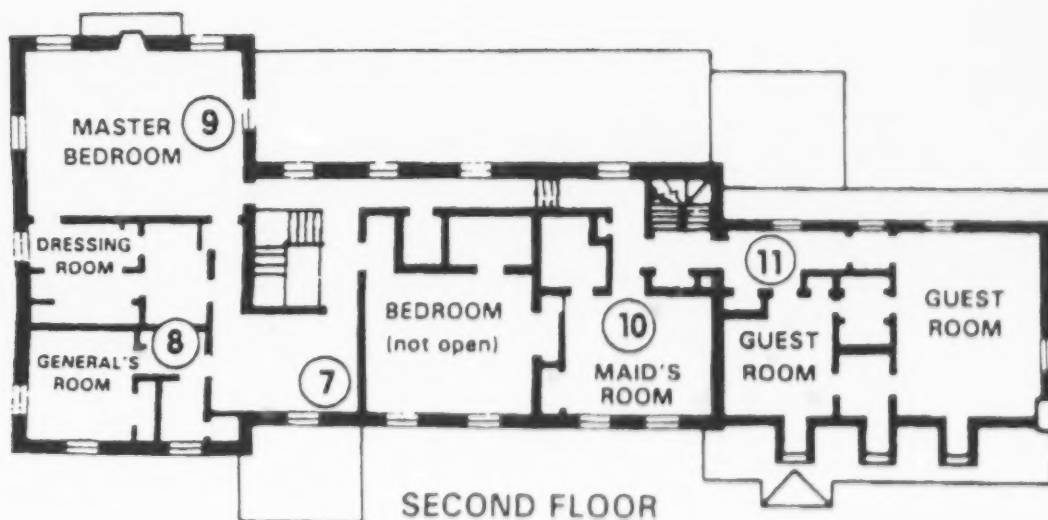
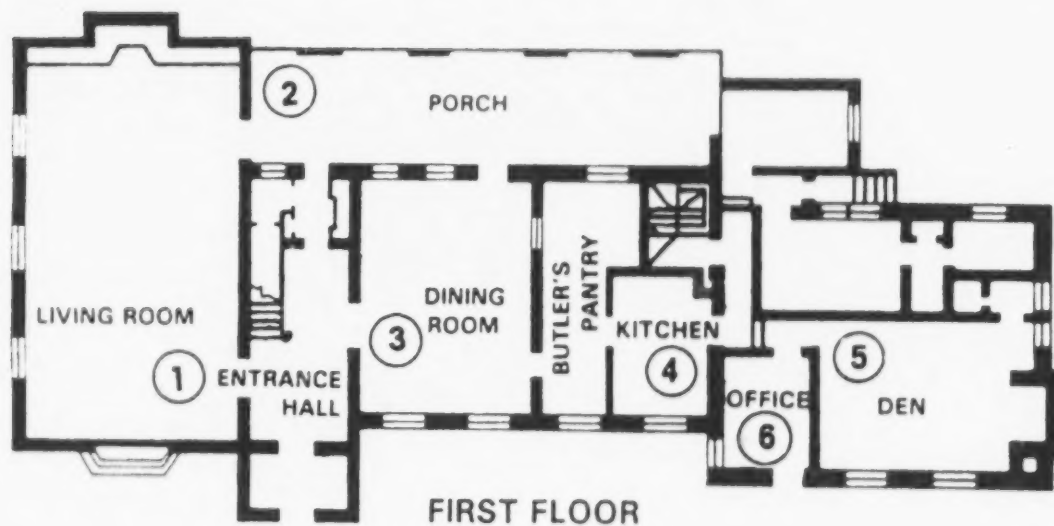
Mr. Pillai, the Secretary General of the Ministry of External Affairs, will eat most anything and enjoys Scotch and Soda. The two personal assistants the Prime Minister are vegetarians, as are Ambassador Mehta and Mr. Krishna Menon. Care should be taken to serve them extra portions of vegetables when they are present.



## Map 2



# EISENHOWER HOME FLOOR PLAN



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DEPARTMENT OF STATE  
FOR THE PRESS

December 12, 1956

NO. 620

PROGRAM FOR THE VISIT TO THE UNITED STATES  
OF HIS EXCELLENCY JAWAHARLAL NEHRU, PRIME MINISTER OF INDIA  
December 16-23, 1956

Members of the Party:

His Excellency Jawaharlal Nehru  
Prime Minister of India

Mrs. Indira Gandhi  
Daughter of the Prime Minister

His Excellency G. L. Mehta  
Ambassador of India  
and Mrs. Mehta

The Honorable N.R. Pillai  
Secretary General, Ministry of External Affairs and  
Commonwealth Relations of India

Mr. M. O. Mathai  
Special Assistant to the Prime Minister

Mr. Om Prakash  
Personal Assistant to the Prime Minister

Mr. N. Sreeraman  
Personal Assistant to the Prime Minister

Abdul Hamid  
Personal Attendant to the Prime Minister



SATURDAY, DECEMBER 15

6:00 p.m. The Prime Minister and party will leave  
(London Time) London Airport aboard the Columbine III  
for Washington.

SUNDAY, DECEMBER 16

12:00 noon EST The Prime Minister and party will arrive at  
MATS Terminal, Washington National Airport,  
where he will be met by the Vice President  
and Mrs. Nixon, other United States Govern-  
ment officials, and members of the Diplomatic  
Corps. Full military honors will be rendered.

12:35 p.m. The Prime Minister and Mrs. Gandhi will arrive  
at the White House accompanied by the Vice  
President and Mrs. Nixon.

1:00 p.m.

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SUNDAY, DECEMBER 15 (cont.)

- 1:00 p.m. The President and Mrs. Eisenhower will have a private luncheon for the Prime Minister and Mrs. Gandhi at the White House.
- 3:30 p.m. The Secretary of State will call on the Prime Minister at the President's Guest House (Blair House).
- 5:00 p.m. The Prime Minister and Mrs. Gandhi will meet the Indian Community at the Embassy of India, 2700 Macomb Street, Northwest.
- 8:00 p.m. The Chief Justice and Mrs. Warren will give a dinner in honor of the Prime Minister and Mrs. Gandhi at the Supreme Court.

MONDAY, DECEMBER 17

- 9:00 a.m. The President will call for the Prime Minister at the Blair House and leave immediately by car for Gettysburg, Pennsylvania.
- 11:00 a.m. The President and the Prime Minister will arrive at the President's farm at Gettysburg.
- 1:00 p.m. Mrs. Eisenhower will entertain at luncheon in honor of Mrs. Gandhi at the White House.
- The Prime Minister will dine privately with the President at Gettysburg.

TUESDAY, DECEMBER 18

- 9:00 a.m. The President and the Prime Minister will leave Gettysburg.
- 1:00 p.m. The Vice President of the United States and Mrs. Nixon will give a luncheon in honor of the Prime Minister and Mrs. Gandhi at the 1925 F Street Club.
- 5:30 p.m. His Excellency the Ambassador of India and Mrs. Mehta will give a reception in honor of the Prime Minister and Mrs. Gandhi at the Embassy of India.
- 8:00 p.m. The Secretary of State and Mrs. Dulles will give a state dinner in honor of the Prime Minister and Mrs. Gandhi at the Pan American Union.
- 11:15 p.m. to 11:30 p.m. The Prime Minister will address a nation-wide audience on radio and television.

WEDNESDAY, DECEMBER 19

- 0854 - The President departed the White House by motorcade for the National Presbyterian Church.
- 0858 - Arrived at the Church. Attended the 0900-hour services.
- 0954 - Departed the Church.
- 0957 - Arrived at the White House.
- 1235 - His Excellency Jawaharlal Nehru, Prime Minister of India, arrived at the White House. He was accompanied by: Mrs. Indira Gandhi, his daughter; N. R. Pillai, Secretary General, Ministry of External Affairs; M. O. Mathai, Special Assistant to the Prime Minister; Vice President and Mrs. Nixon; Secretary of State and Mrs. Dulles; and Admiral and Mrs. Radford.
- 1300 - The President and Mrs. Eisenhower gave a small private luncheon at the White House for Prime Minister Nehru and Mrs. Indira Gandhi. John and Barbara Eisenhower were among those present.

I visited with the President during the afternoon. He went for a swim.

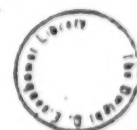
The President got a little upset at bedtime because Sgt. Moaney had gone to Gettysburg and taken his bottle of Agarol with him. There was none available for the President's night dose.



- 0805 - Went to his office.
- 0848 - The President departed the White House by motorcade for Blair House. Here he alighted from his limousine to greet Prime Minister Nehru. The two of them got into the limousine and proceeded to Gettysburg, Pennsylvania.
- 1057 - Arrived at the Gettysburg Farm.
- 1400 - The President and Prime Minister Nehru departed the Farm and motored to the Feaster Farm. The President showed Nehru his black Angus cows.
- 1414 - Returned to the President's Farm.
- 1417 - Motored to the Neuman Farm.
- 1424 - Departed the Neuman Farm and motored to the Virginia Memorial Statue of Robert E. Lee. Here the President gave a brief account of the Civil War.
- 1434 - Departed the Virginia Memorial Statue and returned to the President's Farm.
- 1440 - Arrived at the Farm. The President showed Nehru the air-conditioning system, the horses; and the heifers in the barn.
- 1448 - Went inside the President's house.
- The President sat with Nehru all day long -- two hours in the car and the rest of the day on the porch with the exception of the hour from 1400 to 1500 at which time the President and Nehru looked over the cattle and went to the Lee Monument on the battlefield.
- 2130 - The President went to bed. Nehru dictated to his stenographer from 2130 hours until 2400 hours.

- 0700 - The President was up. He sat on the porch until Nehru came to breakfast.
- 0850 - The President and Nehru departed the Gattysburg Farm by motorcade for Washington, D. C.
- 1038 - Arrived at Blair House. Nehru alighted; there was a short exchange of farewells; and the President proceeded to the White House.
- 1042 - Arrived at the White House.
- 1058 - Conference with Vice President Nixon until 1129 hours.
- 1258 - Returned to the Mansion.
- 1300 - BP: 116/74/68 regular

There were no accentuations of beats in any stage of the blood pressure reading; This is the most satisfactory blood pressure reading that I have noted for months.



- 1425 - Returned to the office.
- 1433 - Conference with Secretary Dulles until 1500 hours.
- 1500 - Conference with Emmet Hughes until 1545 hours.
- 1640 - Departed the office and went to the Dental Office. Had 1 1/2 hours in the dental chair preparing the 7th upper molar for a gold crown because of split in tooth which was sensitive to cold.

## NATIONAL AFFAIRS

### THE PRESIDENT

#### Confers with Nehru

Pres. Eisenhower discussed global problems with Indian Prime Min. Jawaharlal Nehru at the White House Dec. 16 & at Mr. Eisenhower's Gettysburg, Pa. farm Dec. 17-18. The talks also continued in the President's auto, in which the 2 leaders were driven to Gettysburg Dec. 17 and back to Washington Dec. 18.

Nehru warned that, to India & to radio-TV address from Washington Dec. 18 that India's neutralist policy "does not mean passivity of mind or action, lack of faith or conviction, [nor] submission to what we consider evil." In its pursuit of peace, he said, India had "chosen the path of non-alignment in any military or like pact or alliance." This, he asserted, was "a positive & dynamic approach to such problems that confront us." Nehru, warned that, to India & to other countries of "resurgent" Asia that had just "won back their independence," "colonialism, in any form or anywhere, is abhorrent." Even the "tragedies" of Hungary & Egypt have one hopeful aspect," he said, "for they have demonstrated that the most powerful countries cannot revert to old colonial methods or impose their domination over weak countries. World opinion has shown that it can organize itself to resist such outrages."

The U.S., Nehru declared, "has added greatly to its prestige by upholding worthily the principles" of the UN Charter in the face of

"grievous transgressions of the moral standards freely accepted by the nations of the world." He pointed out that technology had made the U.S. the leader of "a new age" in which "the whole world is our neighbor and the old divisions of continents & countries matter less & less."

India, he said, believed "above all... in liberty, equality, the dignity of the individual & the freedom of the human spirit" and therefore was "firmly wedded to the democratic way of life." India believed, he said, "in nonaggression & noninterference by one country in the affairs of another & in the growth of tolerance between them & the capacity for peaceful co-existence. We think that by the free exchange of ideas & trade & other contacts," nations "will learn from [each] other and truth will prevail. We, therefore, endeavor to maintain friendly relations with all countries, even though we may disagree with them in their policies or structure of government."

Nehru, speaking to Indian residents of Washington Dec. 16, denied that his foreign policy was one of "sitting on the fence." "We just act, [&] judge every issue independently," he said. By this course, he indicated, India could "be helpful in bringing other countries together & promoting understanding." "Because there is so much fear & jealousy, it is good to have some sort of bridge in the world," he said.

Wednesday, December 12 —Tuesday,  
December 18, 1956

## NATIONAL AFFAIRS

### THE PRESIDENT

#### Pleased by Nehru Talks

Prime min. Jawaharlal Nehru of India flew to New York Dec. 20 after 4 days of discussions with Pres. Eisenhower on world problems.

In a joint communique issued before Nehru's departure, the 2 conferees expressed a conviction that "the greater understanding of their respective policies reached at these talks will facilitate the constant efforts of India & the United States toward the achievement of peaceful & friendly intercourse among nations." The communique reported that "the talks confirmed the broad area of agreement between" the 2 countries.

#### Nehru Explains Views

Nehru told reporters in Washington Dec. 19 that, in his talks with Mr. Eisenhower, he had "gathered the impression" that U.S. policy "is a flexible policy adapting itself to circumstances" and "not as rigid as I thought." He conceded, however, that he did not know whether U.S. policy regarding Communist China was less rigid than he had thought. Among views Nehru expressed at his Dec. 19 press conference:

**Hungary**—I imagine that people in the Soviet Union are not very happy about events in Hungary, if I may put it mildly in that way." There is no question of India refusing" or not refusing "to condemn" Soviet action in Hungary. "The whole point was: Are we going to satisfy ourselves by a strong denunciation of condemnation or are we to have some constructive approach to the problem." India "expressed our disapproval... in very strong

terms" but also urged "a constructive approach"—action by the UN Secretary General "to get things going."

**China**—"I did not bring any particular message from Red Chinese Premier Chou En-lai to Pres. Eisenhower, but "I told the President...the gist of our [Chou's & Nehru's] talks in regard to some matters of common interest." "I would say that they [the Chinese Reds] have certain complaints...in the sense of steps taken or not taken." They say they "have gone several steps forward, but there has been no favorable reaction" from the U.S. India's recognition of Communist China & refusal to recognize Natl. China "should indicate our views on the subject" of whether the UN, the U.S. & other free countries were wrong in recognizing the Nationalists. "Legally & constitutionally speaking, there is only one China," and each of the competing regimes "claims to be the real article." "Obviously, the Formosan Govt., at the most, is the Formosan Govt. It is not China."

**Middle East**—India had "no particular magic" plan to settle the Suez Canal or Arab-Israeli problems; "we function" in the UN & "on the diplomatic plane." Any steps to clear the canal should be "subject always to the sovereignty of Egypt, and we don't want to ask for steps...which offends that sovereignty in any way." A question as to whether he would agree to a Suez settlement that would allow Egypt to continue to bar Israeli ships would have to be answered "slightly indirectly." Although Egyptian Pres. Gamel Abdel Nasser had said he accepted the Suez convention of 1888 "completely," "his interpretation of that was that if he is at war with a country, then it does not apply."

Some court such as the World Court "should be asked to interpret it, and whatever interpretation they give should be accepted." India had recognized Israel but "felt that we would be able to help in this matter more by not going a step further and...exchanging diplomatic missions...Our relations & contacts with the Arab nations are very considerable, and in this matter there is considerable passion...Of course we sympathize with many of the claims of the Arabs, their territory...refugees... [&] other matters."

(Pakistani Prime Min. Hussein Shaheed Suhrawardy told *N.Y. Times* correspondent A. M. Rosenthal in Karachi Dec. 19 that although he condemned Anglo-French & Israeli attacks on Egypt, Pakistani sympathy for Egypt was cooling because of Nasser's ties with the USSR & India & Nasser's contempt for feelings of other Moslem countries.)

**Soviet Union**—"There is a great deal of good & bad, both," about the USSR. "Obviously there are many things in the Soviet Union...with which I do not agree." The Soviet people "are an extraordinarily friendly people, and passionately desirous of peace. I believe also that many recent tendencies in the Soviet Union have been in the right direction of liberalization, democratization..."

Although "I don't think" democracy will come to Russia in the form of parliamentary government, "I should imagine that the other forms of democratic expression, that is, the people's will prevailing...will almost inevitably take shape." The word "colonial" does not apply to the USSR in the usual context "but it does apply in other contexts. That is, if you say the Soviet Union dominates over another country [as in Hungary], it is perfectly correct...& it is a bad thing."

**Disarmament**—"The important thing" was "the necessity to create a certain confidence that no party will misuse" disarmament. "Therefore, I suppose it is essential" to have "some kind of checking & inspection." "I do feel that...the 2 main parties concerned are remarkably near each other." "what was put forward is not very different and can be ironed out." "The background of lack of confidence...is the real thing, not the proposals."

**Kashmir**—"The beginnings of the Kashmir trouble" were "armed aggression on Kashmir," as was "acknowledged" by the UN commission that handled the situation. There was no plebiscite because "the first thing laid down" by the UN commission "was that Pakistan armies should withdraw & the aggression should cease." "They haven't withdrawn yet. Nothing else follows unless that is done."

India—"I disclaim entirely... any claim to moral force for India as a country." "Our leader," the late Mahatma Gandhi, was "a very powerful" exponent of moral force. He "influenced India greatly in the right direction and we tried, to some extent, to follow what he said...I do not wish anyone to imagine that we in India think ourselves more moral...or better in any way than others." (The Indian Govt. Dec. 19 rejected demands that its political opponents be permitted to use the Govt.-controlled All-India radio to campaign for the Feb. 1957 elections. An Indian External Affairs Ministry spokesman revealed Dec. 21 that India had warned Portugal that action would be taken against further alleged violation of Indian air space by Portuguese planes en route to Goa. The warning was sent through the Egyptian Govt., which handled India's interests in Portuguese possessions in India.)

Wednesday, December 19—Tuesday,  
December 25, 1956